

Support Needs Assessment Learner Pack



Name of School:	EMIS No.:
Surname and First Name/s of Learner:	Date of Birth: ID No.:



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

Planning for Support at School Level



SNA: Diagnostic Profile

SNA: Sections 1 and 2

SNA: Individual Support Plan

SNA

Department of Education

Please address any responses you may have to:

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DIAGNOSTIC PROFILE	
Name of learner:	Date of birth:
Disability:	
Ensure relevant documents accompany this form. This form should be filled in by health professionals in the DBST, special schools, hospitals, primary health care clinics and/or private practice to provide a clearer understanding of the extent of the functional limitations experienced by children who are disabled or ill. It must be understood that in itself it provides no indication of the education support that will be needed by learners and may not serve as a recommendation for educational placement or indication of level of support needs. Note to ILST/ DBST: Learner with one or more moderate or severe impairments should be reviewed for Level 4 or Level 5 support needs.	

A. Health Professional Report (To be completed by health professional)			
1. Medical records	Viewed		Attached
Is the impairment temporary or permanent?	Temp		Perm.

Summary of functional limitations experienced by learner (as outlined in the Department of Health Guidelines for Disabled People at hospital Level).

2. Areas of impairment and activity limitation			
NA= not applicable	Mild impairment/ activity limitation	Moderate impairment / activity limitation (Level 4 within SIAS framework)	Severe impairment/ activity limitation (level 5 within SIAS framework)
2.1 Mobility			
2.2 Self-care			
2.3 Communication			
2.4 Vision			
2.5 Hearing			
2.6 Mental- psychiatric diagnosis			
2.7 Cognition			
2.8 Health care needs			
Further Comments			
Date:	Name of Health Professional:		

B. Criteria for selection

- Score Activity Limitations by entering a rating for each sub-section of the Activity Domains according to severity. If a 'moderate' or 'severe' limitation is noted, move on to the next section.
- Choose which Activity Domains need to be included for each Applicant; not all will apply.
- Capture the global score for each domain in the table on the first page of this form.
- The developmental age of the child is taken into account when scoring – generally assess in relation to the norm.

NB: All questions assume that the applicant is not using any assistive devices or does not have any help from another person (with some exceptions e.g. a wheelchair). Indicate under **Further comments** on the first page, whether the learner has an assistive device and whether it is in good operating order (this must be taken into account when filling in SNA Section 3a and b).

See <http://www.who.int/classifications/icf/site/checklist/icf-checklist.pdf>

Use the above guidelines when scoring each section below:

Activity limitations:

- 1 = None or mild
- 2 = Moderate
- 3 = Severe

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Mobility	Can the child move his/her body, arms and legs freely and move around inside and outside of the home?			
Transfer	No difficulty, or may need help occasionally	Can move, but must be assisted, is slow, or gets very tired	Unable to move alone	
Moving from one body position to another	No difficulty, or may need help occasionally	Can move, but must be assisted, or slow	Unable to move alone	
Getting in and out of bed and/or chair (moving from one surface to another)	Moves around without any difficulty; or slow, but manages without discomfort	Manages if holding onto something stable, or assisted	Unable to manage alone	
Walking/wheel-chair	Moves around without any difficulty; & manages without discomfort	10 to 200 meters, with a stop for rest and some discomfort	Unable to move around alone, or very restricted e.g. < than 10 meters; very slow	
Stairs, or lift (if using wheelchair)	No difficulty, or manages given time	Manages, but is slow and must stop to rest or be helped.	Unable to climb steps or use a lift	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Self care	Can the child manage his/her own self care activities e.g. eating, getting dressed etc?			
Dressing: Upper body	Manages most; may ask for help with buttons or zip fastenings. Can undress	Needs help with underwear, fastenings and tie; or tries but not always successful	Attempts to put on shirt or jersey but does not usually manage.	
Lower Body	May need help with shoes and socks/stockings	Manages pull-on and loose clothing; needs help with fastenings, shoes and belt	Cannot put on underwear or other items properly. Kicks off shoes.	
Washing	Manages in reasonable time; or occasional help	Manages partly but not hair or feet	Assist with washing face and upper body; or cannot do this alone	
Feeding	Eats and drinks without help	Can eat and drink but needs help with cutting food and uses a special cup	Can eat only with hands or drink from a straw; or unable to manage	
Use the toilet	Manages independently; needs occasional help	Requires help with handling paper and/or sanitary aids	Cannot do personal hygiene associated with toileting	
Bowel and Bladder Control	No problem or might lapse occasionally	Loses control occasionally; bowel control; no bladder control or vice-versa; uses aids; social embarrassment	Needs to be reminded regularly; or incontinent	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Communication	Can the child understand what people are saying to him/her) and is he/she able to express himself/herself in a way that others understand?			
Understanding “Can the child understand what other people are saying in his/her family or with friends and neighbours”?	Understands everything that is said or misses just a few meanings	Able to understand basic, simple sentences	Unable to understand any meaningful language- please see appendix for detail	
Producing language “Can he/she make him/herself understood by others who know him/her as well as strangers”?	Person is generally intelligible at the level of articulation, grammar and meaning.	Able to produce basic, simple sentences	Difficulty due to severe disturbance or no voluntary control of speech muscles (dysarthria) or Has no voice due to structural impairment (e.g. laryngectomy, tracheotomy, tracheostoma)	
Initiating and maintaining a conversation “Can you have a meaningful conversation with others who know you or with strangers”?	Can hold a meaningful conversation	Can initiate and maintain a conversation about familiar subjects with some assistance from listener; Frequent failure to convey idea	Fragmentary expression with great need for inference, questioning and guessing by listener; Can engage only with alternative, augmentative communication	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Vision	This domain must be assessed through a vision test + observation + asking of questions			
Classification of Visual impairment after maximum correction 6/24 – 6/36 = moderate 6/60 – 3/60 in the better eye =severe				
< 3/60 in the better eye, after maximum correction = blind				
Visual acuity e.g. ability to identify objects and shapes at close range and distance; thread a needle “Can you see well enough to recognise people and objects?”	Some difficulty that is resolved with use of Spectacles;	Recognises familiar person across a street; Can see to read and write (incl. learning these skills); Can manage to get around in a low lit area	Cannot recognise any object at arm’s length; familiar person across the street; Unable to read or write; Cannot get around other than in familiar places	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Hearing	This domain must be assessed through an auditory test + observation + asking of questions. “How well can you hear when you are alone, with one person, and a group?”			
Decibel loss >31dB persons under the age of 15 = Moderate >41dB persons 15 years and older = Moderate >61 dB at 0,5; 1; 2 and 4KHz in the better ear = Severe				
Sound recognition e.g. words; nature; warning sounds “Can you hear any noise nearby? If so, what is it?”	Hears sounds and can usually identify them correctly	Cannot always localise sounds or hear warnings e.g. alarm ringing; traffic	Severe difficulty or complete inability to hear warning sounds	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Hearing (continued)	This domain must be assessed through an auditory test + observation + asking of questions. "How well can you hear when you are alone, with one person, and a group?"			
Following a conversation in noise e.g. subject and general content of conversation with more than one person, and at varying distances "Are you able to hear and understand when people speak to you?"	Follows conversation with one person and more than one if speech is clear even if there is some noise	Some difficulty in oral communication because of impairment especially if there is some noise and/or in a group; uses lip-reading	Conversation very limited or not possible except with one other person in a quiet room with good lighting; relies heavily on lip-reading	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Mental-psychiatric status	This domain must be assessed by a psychologist or psychiatrist, considering Psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.			
Interpersonal interactions and relationships	Absent or minimal symptoms (e.g. mild anxiety before an exam), good functioning in all areas, interested and involved in a wide range of activities, socially	Moderate difficulty in social, occupational, or schooling functioning (e.g. few friends, conflicts with peers or co-workers).	e.g. suicidal ideation, severe obsessional rituals, frequent shoplifting OR any serious impairment in social, occupational, or schooling functioning, no friends, unable to pay attention to work	

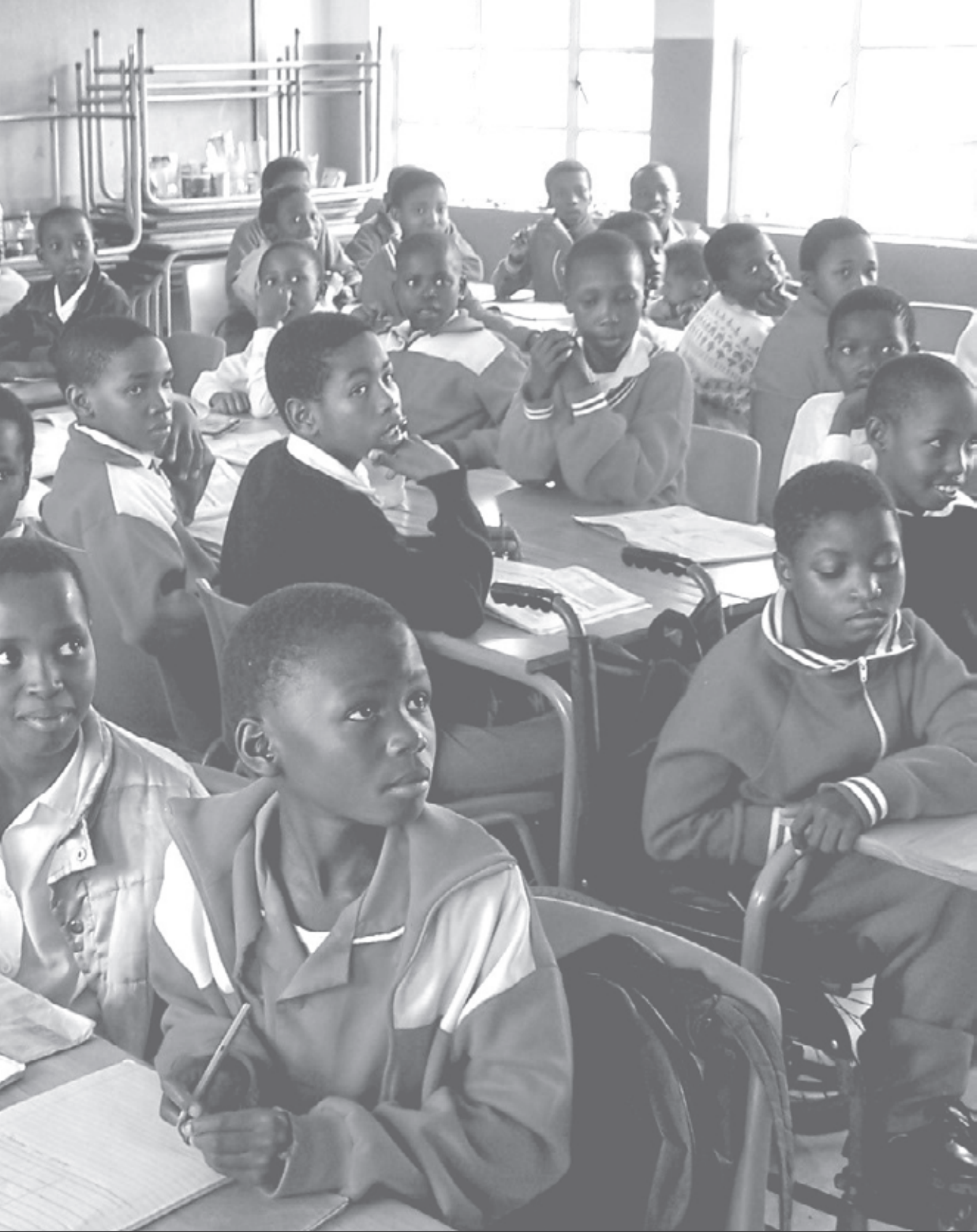
Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Mental-psychiatric status (continued)	This domain must be assessed by a psychologist or psychiatrist, considering Psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.			
Basic interpersonal interactions	Some mild symptoms (e.g. depressed mood and mild insomnia) OR some difficulty in social, occupational, or school functioning (e.g. occasional truancy, or theft within the household), but generally functioning pretty well, has some meaningful interpersonal relationships.	Moderate symptoms (e.g. depressed mood and mild insomnia) OR moderate difficulty in social, occupational, or school functioning (e.g. regular truancy, or theft within the household), has some trouble to enter into meaningful interpersonal relationships.	Behaviour is considerably influenced by delusions or hallucinations OR serious impairment in communication or judgement (e.g. sometimes incoherent, acts grossly inappropriately, suicidal preoccupation) OR inability to function in almost	
Family relationships	Effective, generally satisfied with life, no more than everyday problems or concerns (e.g. an occasional argument with family members).	Has regular friction and conflict with family. Struggle to sort out problems in the family and becomes moody and withdrawn.	Some impairment in reality testing or communication (e.g. speech is at times illogical, obscure, or irrelevant) OR major impairment in several areas, such as work or school family relations, judgement, thinking, or mood (e.g. depressed avoids friends, neglects family, and is unable to work, child frequently beats younger children, is defiant at home and is failing at school)	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Mental-psychiatric status (continued)	This domain must be assessed by a psychologist or psychiatrist, considering Psychological, social, and occupational functioning on a hypothetical continuum of mental health-illness. Do not include impairment in functioning due to physical (or environmental) limitations.			
Handling stress and other psychological demands	If symptoms are present, they are transient and expectable reactions to psychosocial stressors (e.g. difficulty concentrating after family argument) no more than slight impairment in social, occupational, or school functioning (e.g. temporarily falling behind school work.)	Symptoms appear more often (e.g. withdrawn and/or anxious when faced with stressful situations), moderate impairment in social, occupational or school functioning (e.g. regularly falling behind with work)	Some danger of hurting self or others (e.g. suicide attempts without clear expectation of death, frequently violent, manic excitement) OR occasionally fails to maintain minimal personal hygiene (e.g. smears faeces) OR gross impairment in communication (e.g. largely incoherent or mute).	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Cognition	This domain is assessed with practical examples. Each provides a way of scoring to facilitate a decision about severity. DBST staff could assist with further verification.			
Problem solving e.g. simple task that needs solution or explanation “Listen to this puzzle and see if you can think of a way to solve it”.	Able to solve the problem; or, had the right idea; score between 8 and 10	Didn't get the answer, even with one prompt, but went about solving the puzzle in a systematic way; score between 5 and 7.	Unable to solve the problem, even with two prompts; score between 0 and 4	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Cognition (continued)	This domain is assessed with practical examples. Each provides a way of scoring to facilitate a decision about severity. DBST staff could assist with further verification.			
Memory e.g. short and long-term recall of events and personal details. “How many objects that you saw in the picture card can you remember?”	Fairly good recall: 12/15	Moderate recall: 9/15 One prompt	Poor recall: Less than 7 Two prompts	

Activity domain	None or Mild limitation	Moderate impairment/activity limitation	Severe impairment/activity limitation	Score
Health care needs	This domain needs to be assessed by a medical practitioner			
Chronic illness	Does not affect school attendance and participation	Occasional absence from school, needs frequent rest periods	Frequent absence due to hospitalisation or illness	
Medication needed	Can be administered by educator	Should be administered by health practitioner	Requires medical practitioner or senior nurse	
Surgery undergone	Educator can support by reducing work load	Should be monitored by health practitioner	Should frequently be monitored by medical practitioner or senior nurse	
Surgery still to be undergone	Does not affect school attendance and participation	Occasional absence from school, needs frequent rest periods	Frequent absence due to hospitalisation or illness	
Allergies	Can be monitored by ordinary educator	Should be monitored by health practitioner	Intervention may be required from medical practitioner or senior nurse	
Other medical conditions				



SUPPORT NEEDS ASSESSMENT FORM

Section 1: Background information on learner

This section must be filled in at school level, in respect of learners who have additional support needs. The form must be filled in by the educator, supported by the ILST in consultation with the parent/caregiver.

1.1 Early intervention services
(including Early Childhood Development [ECD] programmes)

Nature of support received	Name of provider (organisation/department)	Contact details

1.2 State disability (if any)

1.3 Family and home situation

Include information on family structure, including siblings, other significant adults etc.

For example: Who lives with the child? Who does not live with the child? Any other significant home circumstances, etc..

1.4 Parent's understanding of the child

In this section the parent provides information of how they understand their child's strengths and challenges. For example: What are parent's goals for their child and the child's goals? What are the interests of the child? What support do they need? How would they describe their child's personality? etc

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Section 2: Extended profile of learner needs

The form must be filled in by the educator in collaboration with the ILST, parents/care-givers and learners where this is possible. Members of the District-Based Support Team may assist if such support is needed.

2.1 Barriers to learning and development

What barriers does the learner experience in terms of the following?

Learning:

In this section provide information about curriculum challenges relating to learning areas and assessment of learning. Refer to your classroom assessment records and summarise key challenges for learner. Attach supporting evidence, learner profiles, extracts of portfolios, class records and evidence of learning.

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Communication

Provide information on the child's ability to understand and express information (i.e. needs, ideas, feelings) using the language system of the community or LOLT). Also include information on the learner's mode of communication, e.g. speech or signs, with or without signed support systems, e.g. Makaton, SASL or pictorial systems, e.g. Compic, etc.



Behavioural and social competence

Provide information on the behaviour of the learner. For example: Unable to work with others, difficulty working in class, bullies, aggressive, very shy, substance abuse, withdrawn, positive attitude, friendly nature, etc....



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Health, wellness and personal care

Provide information such as: Does the child look healthy, clean, well-fed? What is his/her personal grooming? Is he/she dressed appropriately? Emotional well-being? Does the child have any illness? Is the child on medication?

Physical access

In this section, describe whether the child can move around the school freely. e.g. does he/she require ramps, rails, level ground, signage, etc.? Availability of relevant assistive devices? Access to appropriate toilet facilities.

Is the learner's attendance at school dependent of the availability of transport? Distances travelled by learner on foot to get to school.

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2.2 Contextual factors impacting on the learner, community and family

What factors in the community and family are impacting on the child's learning and development?

Positive influences	Barriers
e.g. good relationships with family members caregiver present, community based support structures, home based care, etc.	e.g. poverty, violence, physical abuse, substance abuse, sexual abuse, poor parenting or absence of parental figures, trauma, illnesses.

Classroom

What factors in the classroom are impacting on the learner's capacity to participate in the learning process?

Enabling factors	Barriers
<p>Your answer may include a description of any one or more of the factors below, which have a <u>positive impact on the learner's capacity for learning</u>, for example:</p> <ul style="list-style-type: none"> • Teaching methodology • Curriculum differentiation • Differentiation in assessment procedures • Classroom management • Learning and teaching materials • Language of teaching and learning • Knowledge of NCS delivery • Peer relationships • etc 	<p>Your answer may include a description of any one or more of the factors below, which have had a <u>negative impact on the learner's capacity for learning</u>, for example:</p> <ul style="list-style-type: none"> • Teaching methodology • Curriculum differentiation • Classroom management • Learning and teaching materials • Language of teaching and learning • Knowledge of NCS delivery • Peer relationships • etc

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School

What factors in the school are impacting on the learner's participation in the programmes offered at the school?

Enabling factors	Barriers
<p>Your answer may include a description of any one or more of the factors below, which have a <u>positive impact on the learner's capacity for learning</u>, for example:</p> <ul style="list-style-type: none"> • Ethos of the school • Policies • Attitudes • School buildings and additional rooms • Space, class size • Access e.g. ramps, appropriate toilets / sanitation • Safe environment • Facilities • Issues of Governance • Etc. 	<p>Your answer may include a description of any one or more of the factors below, which have a <u>negative impact on the learner's capacity for learning</u>, for example:</p> <ul style="list-style-type: none"> • Ethos of the school • Policies • Attitudes • Inadequate school buildings/ rooms • Overcrowding, lack of space • Restrictive access e.g. lack of ramps, appropriate toilets/sanitation • Unsafe environment • Lack of facilities • Issues of Governance • Etc.

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Summary of barriers to learning

In this section, use the information above and create a summary of the barriers (namely, health & personal care, physical access,, curriculum content, teaching & assessment strategies, materials and resources, contextual & school factors) and enabling factors that impact on the learner's capacity for learning and development.

Barriers	
Enabling factors	

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INDIVIDUAL SUPPORT PLAN

Barrier/s or concern:
Strengths:
Ensure relevant documents accompany this form, e.g. Examples of learner's work, diagnostic profile form, reports by professionals, etc. (List)
Support targets (To be completed by the educator in consultation with the ILST, parents and learner)
Interventions planned by school, class educator with inputs from the Learning Support educator or counsellor/social auxiliary worker, parent and learner

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1. Action to be taken to address Learner's Additional Support Needs

	Target to be achieved	Strategy/resources	Achievement criteria	Person responsible	Review date	Review comments
Whole school development intervention						
Educator training or other educator support to be given						

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	Target to be achieved	Strategy/resources	Achievement criteria	Person responsible	Review date	Review comments
Learner support to be given (e.g. curriculum differentiation, adapted assessment strategies, emotional, health or social support).						
Consultation with parents/caregivers						

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	Target to be achieved	Strategy/resources	Achievement criteria	Person responsible	Review date	Review comments
Consultation with parents/caregivers (continued)						
Support to be provided by DBST						

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Name of class educator:	Date:
Signature of class educator:	

Name of the school's ILST Coordinator:	Date:
Signature of ILST Coordinator	

Parent/caregiver: Name(s) of parent(s)/caregiver(s)	Date:
Signature(s) of parent(s)/caregiver(s)	

Learner (in the case of a high school learner) Name(s) of learner:	Date:
Signature(s) of learner:	

Name of principal of school:	Date:
Signature of principal:	

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Requesting and Provisioning of Additional Support



SNA: Section 3a – Assessment for Support Requirements

SNA: Section 3b – School Request Form for Additional Support

SNA: Section 4 – Action Plan for Additional Support Provision and Monitoring

SIAS

ASSESSMENT FOR SUPPORT REQUIREMENTS	
<p>The profile 3a is to be completed by the District Based Support Team (DBST) in consultation with the Institution Level Support Team (ILST), the educator and parents/caregivers/learner.</p> <p>The purpose of Section 3 is to:</p> <ul style="list-style-type: none"> • Identify additional support requirements of the learner on the basis of SNA :Section 2 • Develop an action plan for the school to respond to these support needs • Provide an indication of the level of support needed • Assist the DBST in determining additional support requirements for the school and district 	
Personal Information	
If learner has a disability – describe (attach any diagnostic reports by hospitals/specialists if available):	
Psycho-social Support Needs (attach report of social worker if available)	

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To complete the Section 3A use the following rating KEY (If no intervention is needed indicate NA (Not applicable))	
Level 1	Very Low Low frequency intervention by ILST, specialist staff, DBST consultation – once per annum Low cost shared assistive devices Minimal adjustments needed Structures in place and minimal training needed
Level 2	Low Low frequency intervention by ILST, specialist staff, DBST consultation – once per term Low cost individual assistive devices Reasonable adjustments needed Structures not yet in place and training needed
Level 3	Moderate Moderate frequency intervention by ILST, specialist staff, DBST consultation – once per month Moderate cost individual assistive devices Moderate adjustments needed Structures not yet in place and a series of training needed to equip staff
Level 4	High High frequency intervention by ILST, specialist staff, DBST consultation – once per week High cost individual assistive devices High level of adjustments needed Specialised structures in place and substantial training needed
Level 5	Very High High frequency intervention by ILST, specialist staff, DBST consultation – once per day High cost individual assistive devices needed to support several functions Extensive adjustments needed Specialised Structures and extensive staff training required

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Assessment of nature and intensity of additional support needs

After reviewing possible areas of support, rate the support needed in the relevant column according to the rating scale above. Mark all sections. If no support is needed in any particular area indicate NA. The sections which would not be applicable under each sub-area of support are blocked out. Provide an aggregate rating for each area of support at the end of each section. Aggregate scores are then captured in the school request for support form.

Areas of support	Specialised/ additional staff	HRD	Assistive devices	Differentiated Curriculum & assessment	Environmental access
1. Management and planning					
<p>a. Meetings and consultation sessions to plan & implement Individual Support Plan (ISP) goals E.g.</p> <ul style="list-style-type: none"> • Consultation sessions with parents/caregivers; • Planning sessions by ILST/SMT to address learning, behaviour or social participation of learner within the school context; • Planning sessions by grade/phase educators; • Consultations with service providers and itinerant specialists/therapists e.g. speech therapist/learning support educator • The development & implementation of school-community intervention programmes 					
<p>b. ISP Review and monitoring E.g.</p> <ul style="list-style-type: none"> • Review session with parents/caregivers; • Review session by ILST/SMT; • Review session by grade/phase educators; • Educator review of areas to be addressed in ISP and updating of ISP 					

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Areas of support	Specialised/ additional staff	HRD	Assistive devices	Differentiated Curriculum & assessment	Environmental access
2. Assistive technology and materials					
a. Assessment of learner's barrier to determine choice of appropriate assistive technology or materials					
b. Ordering and supply of assistive technology					
c. Maintenance and/or checking assistive technology					
d. Development/production of adapted materials E.g. <ul style="list-style-type: none"> Educator transcribing LTM into Braille, Preparation of adapted work sheets; Produce charts to support vocabulary, picture prompts 					
e. Planning integrated use of assistive technology in lesson activities					
f. Assistance required with monitoring and integration of assistive technology for communication e.g. <ul style="list-style-type: none"> Educator/educator assistant assists the learner to be actively engaged with the learning environment through AAC device Educator or educator assistant checks batteries, ensuring equipment such as hearing aids, FM systems, or loop systems is in working order 					
g. Individual support in the use of specialised or adaptive equipment, e.g. <ul style="list-style-type: none"> Supervision of stair chair/lift; training/supervision on use of assistive technology 					

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Areas of support	Specialised/ additional staff	HRD	Assistive devices	Differentiated Curriculum & assessment	Environmental access
3. Curriculum differentiation					
3.1 Adjustments to regular curriculum					
a. Adjustments to regular curriculum are made E.g. <ul style="list-style-type: none"> Lesson may occasionally be modified by reducing complexity within the planned context. Lesson content is adjusted 					
b. Learner needs access to adapted learning programmes that are for groups of learners within school E.g. <ul style="list-style-type: none"> Learning Areas in relation to skills training programmes; planning of accelerated learning programmes for gifted learners 					
c. Planning specific goals within the ordinary classroom programmes E.g. <ul style="list-style-type: none"> Introduce symbol reading, social language skills, use of AAC 					
3.2 Additional Classroom Support Strategies					
a. Teaching the use of specific language skills e.g. <ul style="list-style-type: none"> Reinforce phonemic awareness, sentence structure and social functions of Language 					
b. Assistance through the use of visual aids and other adapted LTSM is provided					
c. Assistant required to collaborate with the class educator in curriculum delivery.					
d. Extra time allowed for a learner to process and comprehend work e.g. <ul style="list-style-type: none"> How often should flexible time arrangements be made for this learner 					
e. Majority of learner's learning activities are individual or small group based, with adapted teaching strategies					

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Areas of support	Specialised/ additional staff	HRD	Assistive devices	Differentiated Curriculum & assessment	Environmental access
3.2 Additional Classroom Support Strategies (continued)					
f. Learner requires access to specific support such as <ul style="list-style-type: none"> Scribe for handwriting; SASL Interpreter; Educator trained in SASL; Braille instructor; Educator assistant; Orientation and mobility instructor 					
g. Other special assessment support required e.g. Tape recorder, reader, special seating arrangements					
h. Management of behaviour challenges in the school or classroom e.g. <ul style="list-style-type: none"> Learner has to receive psycho-social support which will enhance life skills 					
i. Monitor and provide wellness interventions for learner/s, e.g. <ul style="list-style-type: none"> Monitor learner's wellness Monitor trauma debriefing 					
j. Assistance is required with the administration of personal health care					
k. Development, implementation & monitoring of a health & wellness programme required					
l. Administration of specialised health care procedures that require specific training, e.g. <ul style="list-style-type: none"> Administration of medication Management of seizures 					
m. Support and guide learner's administration of procedures, e.g. <ul style="list-style-type: none"> nursing assistance in self-catheterisation 					

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Areas of support	Specialised/ additional staff	HRD	Assistive devices	Differentiated Curriculum & assessment	Environmental access
4. Assessment					
a. Adapted assessment procedures with clear links to the regular curriculum completed.					
b. Adapted assessment materials with clear links to the regular curriculum completed.					
c. Information and data on adapted assessment strategies is recorded, analysed and updated.					
5. Environmental access					
a. Adaptations are made to physical structures/spaces in the school or utilisation of spaces, e.g. <ul style="list-style-type: none"> • <i>Building of environmental access in terms of ramps, accessible toilets; time tabling to ensure access to all classrooms; availability of spaces for support activities; availability of rooms for computer access.</i> 					
b. Adaptations are made to school-wide information sharing so that learner is not excluded from any school activities, e.g. <ul style="list-style-type: none"> • <i>accessible signage; buzzers, bells and accessible public information sharing</i> 					
c. Assistance to access all areas of the learning environment is required, e.g. <ul style="list-style-type: none"> • <i>assistants have to assist learners to move on the school grounds; access toilets; learn to transfer</i> 					
d. Transport to and from school needs monitoring, e.g. <ul style="list-style-type: none"> • <i>supervision for learner on public or school transport;</i> • <i>transport equipped with portable ramps is needed for transport of wheelchair with learner</i> 					
e. Additional supervision is needed in workshops and specialised rooms					
f. Additional supervision & maintenance is needed in School ground/facilities e.g. <ul style="list-style-type: none"> • <i>School ground supervision, security</i> 					

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Areas of support	Specialised/ additional staff	HRD	Assistive devices	Differentiated Curriculum & assessment	Environmental access
5. Environmental access (continued)					
g. Additional hostel/residential facility supervision & monitoring is needed e.g. <ul style="list-style-type: none"> Learner requires individualised hostel supervision at day or night time; hostel cleaning, health supervision at night time 					
h. Teaching of specific safety & access skills e.g. <ul style="list-style-type: none"> specific teaching to cross a road or line up for the bus at the start of a term; reminding a learner about safe behaviour if he/she becomes upset; appropriate movement around the classroom; orientation and mobility instruction 					
Overall Ratings:					
Extent and/or Frequency of teaching/support adjustments					
On a scale of 1–5 (with 1 indicating minor adjustments and 5 indicating extensive adjustments) rate the overall extent and frequency of teaching/support adjustments in each support category					

List what is needed in each support category:	What is available at the school	What is needed by the school
Specialised staff		
HRD		
Assistive devices		
Curriculum differentiation		
Environmental access		

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Name of principal of school:	Date:
Signature of principal:	

Name of class educator	Date:
Signature of class educators:	

Name of ILST Coordinator of local school	Date:
Signature of ILST Coordinator:	

Consent by Parent/caregiver: Name(s) of parent(s)/caregiver(s):	Date:
Signature(s) of parent(s)/caregiver(s):	

Consent by Learner (in the case of a high school learner) Name(s) of learner:	Date:
Signature(s) of learner:	

Approval by Circuit/Cluster Manager	
Name of Circuit/Cluster:	

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SCHOOL REQUEST FORM FOR ADDITIONAL SUPPORT

School:.....

District/Circuit/Ward:

Date:

The following request is made to the DBST in relation to the comprehensive package of additional support that is needed to promote the inclusion of learners who experience barriers to learning in the school in..... (Year)

Name and grade of learner who requires high needs support:.....

1. Summary of school needs in terms of levels	Low/Moderate/High level	What School has	What School Needs
1. Staffing			
2. Assistive Devices			
3. Curriculum Differentiation			
4. Human Resource Development (excluding learners)			
• Whole School Development			
• SMT training			
• ILST training			

1. Summary of school needs in terms of levels (continued)	Low/Moderate/High level	What School has	What School Needs
<ul style="list-style-type: none"> • Educator development 			
<ul style="list-style-type: none"> • Learner Representative Council development 			
<ul style="list-style-type: none"> • Specialised Support Staff development 			
<ul style="list-style-type: none"> • Parent development 			
5. Environmental Access			
<ul style="list-style-type: none"> • At site level 			
<ul style="list-style-type: none"> • Specialised facilities 			

4. Principal approves request for DBST support		Yes	No
Reason for decision and recommendation			
Date:			
Signature:			

5. Circuit manager endorses request for DBST support		Yes	No
Reason for decision and recommendation			
Date:			
Signature:			



ACTION PLAN FOR ADDITIONAL SUPPORT PROVISION AND MONITORING

The following action plan is to be completed by the District-Based Support Team in consultation with a representative from the Institution Level Support Team. It should be based on what the school is currently able to provide, what they will need to be supported in providing and what they do not have available at this stage

The plan will guide decision making around the following:

- Resource and support allocation to the school
- Most appropriate site in which support can be provided for certain identified learners

Name of school:	EMIS no.:
Name of learner:	Date of birth: ID No.
Barriers or concern:	

Ensure relevant documents accompany this form

1. DBST reviews ILST request		
	Yes	No
1.1 Coordinator of ILST and educator discussed with parent/caregiver and learner request made to DBST		
1.2 Parent or caregiver accepts the recommendations of ILST	Yes	No
Reason (if no):		
1.3 ILST request approved with the following amendments (as per action plan below)		
1.4 Not approved and reason (See action plan below for DBST recommendations)		

2. DBST support strategy action plan for school (refer to SNA: Section 3b)						
Type of support needed Fill in where applicable	Support level L, M, H	Steps to be taken		Person responsible	Timeframe	Budget
		School level	Learner level			
Specialised staff e.g. Learning Support Educator, counsellor, etc.						

2. DBST support strategy action plan for school (refer to SNA: Section 3b) (continued)							
Type of support needed Fill in where applicable	Support level L, M, H	Steps to be taken		Person responsible	Timeframe	Budget	
		School level	Learner level				
Assistive devices e.g. wheelchair, FM system							
Curriculum differentiation e.g. access to therapy programmes							
Training e.g. educators need info on ADHD and implications for classroom management							
Environmental access e.g. ramps, support rails							
Social support e.g. grants, nutrition							
DBST support strategy to be implemented at school/site level (Mark relevant block)							
				completely	partially	Alternate site	

Date:	Chairperson of DBST:	Signature:
3. Approval by District Senior Manager		
Comment:		
Date:	District Senior Manager:	Signature:

4. School discussed DBST recommendation with parent/caregivers and learner:	Yes	No
Brief comment on learner and parent/caregiver response including goals, aims, hopes and wishes for the learner:		
Date:		

5. Review of action taken				
Name:	Outcome of actions taken	Signature:	Designation:	Review Dates:

